

УДК 373.5.016:811'243]:[378.147:004.9]:[316.77]

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**MULTILINGUAL PROJECT-BASED LEARNING:
A TRANSCULTURAL FRAMEWORK FOR FOREIGN LANGUAGE
TEACHER EDUCATION IN HYBRID SETTINGS**

The multilingual project-based learning (MPBL) approach, implemented across hybrid and online seminars targeting future foreign language teachers from Germany and Ukraine, provides a robust and replicable methodology for Teaching English as a Foreign Language (TEFL). Conducted primarily at the TEFL Chair (Englische Fachdidaktik) at Julius-Maximilians-Universität Würzburg (JMU), this methodology equips pre-service educators with tools to integrate creativity, critical thinking, and social relevance into their future language classrooms [1].

Methodological Framework for Future Foreign Language Teachers

The core pedagogical value of this MPBL model lies in offering a holistic learning environment that extends beyond traditional linguistic instruction, combining linguistic development with critical thinking and intercultural awareness.

1. Integrating Art and Social Issues: The methodology requires future teachers to leverage diverse art forms (visual arts, drama, digital media) as

primary environments for language acquisition and deeper conceptual understanding. Students' final group projects like «Art Meets Society» and «Everyday Feminism» offer replicable models for integrating art and social issues into language education. The aim is to empower future educators to integrate gender-sensitive, culturally responsive content and address global challenges through creative practices.

2. Transcultural and Multilingual Competence: English serves as a crucial language in several collaborative projects, including «The Art of Feeling», «Waste to Words», and «Art Meets Society». The methodology mandates incorporating multiple languages (English, German, Ukrainian, Chinese, Korean, Serbian) to promote linguistic diversity. This reframes multilingualism not as simple code-switching, but as a powerful lens through which we can understand diverse worldviews and foster global awareness, a key conceptual tool for future foreign language teachers. Students specifically explore how concepts like emotions or ecological issues are encoded and expressed differently across linguistic systems.

Practical Methodological Applications

The projects developed offer concrete, innovative activities directly applicable to the EFL classroom:

1. Multimodal Tasks: The methodology emphasizes the effective use of multimedia tools (video, audio, digital platforms), which enhance engagement and provide diverse modes of expression across languages [3]. Examples include creating TikTok videos, digital storytelling, and using multilingual media for discussion [2].

2. Reflective and Creative Tasks: Activities are learner-centered and culturally responsive. These include reflective journaling (written and voice recorded), sharing real-life experiences through both narrative and artistic forms, and role-play. Future teachers learn to use creative activities such as «Art Detective», art interpretation, vocabulary work, and drama;

3. Curriculum Integration: Specific project activities provide blueprints for integration, for example comparing how different cultures showcase anger or love in art and literature, analyzing songs and films through a feminist lens to build multilingual environmental consciousness.

By engaging German and Ukrainian students in hybrid/online international collaboration, this methodology explicitly fosters effective international collaboration and prepares future foreign language teachers to operate successfully in complex, diverse, and digitally mediated environments, highlighting education as a space for healing and resilience, particularly for those affected by conflict or displacement.

References

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